



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

243 Church Street NW, 2nd Floor

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

INCLUDING CHILDREN with DISABILITIES in CHILD CARE

The following organizations, publications, and Web sites provide a sample of information about strategies for including children with disabilities in child care settings.

Federal Agencies

- **The Access Board**
The Architectural and Transportation Barriers Compliance Board
1331 F Street NW, Suite 1000
Washington, DC 20004-1111
800-872-2253
World Wide Web: <http://www.access-board.gov>

The Access Board is an independent Federal agency devoted to ensuring accessibility for people with disabilities. Key responsibilities of the Board include the following: developing and maintaining accessibility requirements for the built environment, transit vehicles, telecommunications equipment, and for electronic and information technology; providing technical assistance and training on these guidelines and standards; and enforcing accessibility standards for Federally-funded facilities.

- **Administration on Developmental Disabilities (ADD)**
202-690-6590
World Wide Web: <http://www.acf.hhs.gov/programs/add/index.htm>

ADD ensures that individuals with developmental disabilities and their families participate in the design of and have access to culturally competent services, supports, and other assistance and opportunities that promote independence, productivity, and integration and inclusion into the community.

- **Americans with Disabilities Act (ADA) Home Page**
U.S. Department of Justice
950 Pennsylvania Avenue NW
Civil Rights Division
Disability Rights Section
Washington, DC 20530
800-514-0301
World Wide Web: <http://www.usdoj.gov/crt/ada/adahom1.htm>

The ADA Home Page contains information about how to comply with the ADA. ADA specialists are available to answer questions through a toll-free hotline; Spanish language service is also available. This Web site contains information about ADA requirements; enforcement

procedures and how to file complaints; technical assistance available; settlement information; ADA Mediation Program; new or proposed regulations; and technical assistance materials.

- *Commonly Asked Questions About Child Care and the ADA* (October 1997) by the U.S. Department of Justice, Civil Rights Division, Disability Rights Section. This resource is available on the Web at <http://www.usdoj.gov/crt/ada/childq&a.htm>.

■ **Head Start Bureau (HSB)**

Administration for Children and Families (ACF)

U.S. Department of Health and Human Services (HHS)

330 C Street SW

Washington, DC 20447

202-205-8572

World Wide Web: <http://www.acf.hhs.gov/programs/hsb/>

Head Start is a nationwide early childhood program for low-income preschool children, designed to provide comprehensive services in preparation for public school. It has served low-income children and their families since 1965. Since 1972, the Head Start program has operated under a Congressional mandate to make available, at a minimum, 10 percent of its enrollment opportunities to children with disabilities. For information about Head Start *National Training Guides* that have information about disabilities services, contact Head Start Information and Publication Center (HSIPC) at 703-683-2878 or on the Web at <http://www.headstartinfo.org>.

National Organizations

■ **The Arc**

1010 Wayne Avenue, Suite 650

Silver Spring, MD 20910

800-433-5255

World Wide Web: <http://www.thearc.org>

The Arc has materials on mental retardation and other disabilities and information on where to find help and other supports that may be of interest to parents. The Arc published a guide for child care providers titled *All Kids Count: Child Care and the American with Disabilities Act (ADA)* (1996). The publication helps child care providers understand the American with Disabilities Act and realize the importance of including all children in regular child care settings. The publication includes various resources on specific disability organizations, publications, and assistance programs.

The Arc also has a Web site with many full-text documents on working with children with special needs. These include:

- *The Individuals with Disabilities Act (IDEA): Eligibility, IEPs and Placement* (September 1999) is available on the Web at <http://www.thearc.org/faqs/qa-idea.html>;
- *Child Care Settings and the Americans with Disabilities Act* (April 1994) is available on the Web at <http://www.thearc.org/faqs/ccqa1.html>; and

- *Centros de Cuidado para Niños y La Ley Para Personas con Desabilidades* (April 1994) is available on the Web at <http://www.thearc.org/faqs/ccsp.html>.

■ **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**

University of Illinois at Urbana-Champaign

Children's Research Center

51 Gerty Drive

Champaign, IL 61820-7469

217-333-1386 or 800-583-4135

World Wide Web: <http://csefel.uiuc.edu>

CSEFEL is a national center focused on strengthening the capacity of child care and Head Start to improve the social and emotional outcomes of young children. The Center develops and disseminates evidence-based, user-friendly information to help early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health needs in child care and Head Start programs. In addition, it will focus on promoting the social and emotional development of children as a means of preventing challenging behaviors; collaborate with existing Training/Technical Assistance (T/TA) providers for the purpose of ensuring the implementation and sustainability of practices at the local level; engage in a comprehensive, culturally sensitive approach that is inclusive of and responsive to the needs of programs, families, other professionals, and communities; provide ongoing identification of training needs and preferred delivery formats of local programs and T/TA providers; and disseminate evidence-based practices.

■ **Child Care Law Center (CCLC)**

221 Pine Street, 3rd Floor

San Francisco, CA 94104

415-394-7144

World Wide Web: <http://www.childcarelaw.org>

CCLC is a national nonprofit legal services organization. Its primary objective is to use legal tools to foster the development of high-quality, affordable child care—for every child, every parent, every community. CCLC works to expand child care options, particularly for low-income families, and to ensure that children are safe and nurtured in care outside the home. One of the key issues CCLC addresses is children with disabilities. Publications include *ADA Title III Flowchart: When Are You Required to Admit a Child with a Disability?* and *Questions and Answers About the Americans with Disabilities Act: A Quick Reference (Information for Child Care Providers)*. Both of these documents are available in English, Spanish, and Chinese.

Additional information is available on the Web at

http://www.childcarelaw.org/children_with_disabilities.cfm.

■ **Child Care Plus+: The Center on Inclusion in Early Childhood**

The University of Montana Rural Institute

634 Eddy Avenue

Missoula, MT 59812-6696

800-235-4122 or 406-243-6355

World Wide Web: <http://www.ccplus.org>

Child Care Plus+ offers support and resources for inclusion of young children with disabilities in early childhood programs. The organization also offers products, technical assistance, and outreach, and in-service training on inclusion for early childhood providers in their local areas. Child Care Plus+ includes in its resources tip sheets on such topics as attitudes towards inclusion, adapting toys and play materials, implementing Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs) in child care; working with parents; and helping young children learn about differences. Tip sheets can be accessed on the Web at <http://www.ccplus.org/TipSheet.html>.

■ **Children's Foundation (CF)**

725 15th Street NW, Suite 505
Washington, DC 20005
202-347-3300

World Wide Web: <http://www.childrensfoundation.net>

CF has been involved with family child care for more than 25 years and has developed training materials that relate to working with children with disabilities, including *Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care*; *Better Baby Care: A Book for Family Day Care Providers (Revised)*, and *Caring for Infants and Toddlers with Disabilities in Family Child Care: Annotated Resource Directory: Revised*. Additional information on these publications is available on the Web at <http://www.childrensfoundation.net/publications.htm>.

■ **Circle of Inclusion**

University of Kansas
Department of Special Education
521JR Pearson
Lawrence, KS 66045
785-864-0685

World Wide Web: <http://circleofinclusion.org/>

The Circle of Inclusion Web site is for early childhood service providers and families of young children. This Web site offers information about the effective practices of inclusive educational programs for children from birth through age 8. Information about models of successful inclusive programs is available on the Web at <http://circleofinclusion.org/english/models/index.html>.

■ **Consortium for Appropriate Dispute Resolution in Special Education (CADRE)**

P.O. Box 51360
Eugene, OR 97405
800-695-0285

World Wide Web: <http://www.directionservice.org/cadre>

CADRE uses advanced technology as well as traditional means to provide technical assistance to State departments of education on implementation of the mediation requirements under IDEA as amended in 1997. CADRE also supports parents, educators, and administrators to benefit from the full continuum of dispute resolution options that can prevent and resolve conflict and ultimately lead to informed partnerships that focus on results for children and youth.

■ **Consortium for Children and Youth with Disabilities and Special Health Care Needs
Georgetown University Center for Child and Human Development**

3307 M Street NW, Suite 401

Washington, DC 20007

202-687-8617

World Wide Web: <http://www.georgetown.edu/research/gucdc/>

The Consortium, a national rehabilitation research and training center, is a partnership among Georgetown University's Center for Child and Human Development, The Heller School at Brandeis University, the Institute for Child Health Policy at the University of Florida, and Family Voices, a national organization of families and friends working on behalf of children with special health care needs. The mission of this Consortium is to improve rehabilitation outcomes for children and youth with disabilities and special health care needs by increasing the effectiveness of service systems.

■ **Council for Exceptional Children (CEC)**

1110 North Glebe Road, Suite 300

Arlington, VA 22201-5704

703-620-3660 or 888-CEC-SPED (232-7733)

World Wide Web: <http://www.cec.sped.org>

CEC is a membership organization dedicated to improving educational outcomes for exceptional individuals. CEC publishes special education literature and produces a catalog of materials for parents and for professionals twice a year. In addition, CEC supports the following resources:

- **Division for Early Childhood (DEC)** of the Council for Exceptional Children (CEC) is a nonprofit organization advocating for individuals who work with or on behalf of children with special needs, birth through age 8, and their families. The Division is dedicated to promoting policies and practices that support families and enhance the optimal development of children. Children with special needs include those who have disabilities, developmental delays, are gifted/talented, and/or are at risk for future developmental problems. The DEC homepage includes an index for *The Journal of Early Intervention* and *Young Exceptional Children*. It also includes information on publications, position statements, and conferences. For additional information, contact DEC at 406-243-5898 or on the Web at <http://www.dec-sped.org/>.

■ **Early Childhood Research Institute on Inclusion (ECRII)**

World Wide Web: <http://www.fpg.unc.edu/~ecrii/>

ECRII was a national research project to study the inclusion of preschool children with special needs in typical preschool, child care, and community settings. It focused on identifying what facilitates and presents barriers to the inclusion of young children with special needs, and on developing strategies to support inclusion in classrooms and communities. Its Web site continues to host information about inclusion, project publications, and research results.

■ **Easter Seals**

230 West Monroe Street, Suite 1800
Chicago, IL 60606
800-221-6827

World Wide Web: <http://www.easterseals.com/site/PageServer>

Easter Seals assists more than one million children and adults with disabilities and their families annually through a nationwide network of more than 450 service sites. Each center provides top-quality, family-focused and innovative services tailored to meet the specific needs of the particular community it serves. Primary Easter Seals services include: medical rehabilitation (early intervention, physical therapy, occupational therapy, and speech and hearing therapy); job training and employment; child care; adult day services, and camping and recreation.

Information about Easter Seals Child Care services is available on the Web at

http://www.easterseals.com/site/PageServer?pagename=ntl_inclusive_child_care&sesLocation=serv_icc. Information for parents with concerns about infants and toddlers with disabilities is available on the Web at

http://www.easterseals.com/site/PageServer?pagename=ntl_early_intervention.

■ **Family & Advocates Partnership for Education (FAPE)**

PACER Center
8161 Normandale Boulevard
Minneapolis, MN 55437-1044
952-838-9000

World Wide Web: <http://www.fape.org>

FAPE aims to inform and educate families and advocates about the Individuals with Disabilities Education Act of 1997 (IDEA) and promising practices. The Web site contains a Weekly Newsline and IDEA Regulations in English and Spanish.

■ **Family Village**

Waisman Center
University of Wisconsin-Madison
1500 Highland Avenue
Madison, WI 53705-2280

World Wide Web: <http://www.familyvillage.wisc.edu/index.htmlx>

The Family Village integrates information, resources, and communication opportunities on the Internet for persons with cognitive and other disabilities, for their families, and for those that provide them services and support. They include informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, and disability-related media and literature.

■ **Family Voices**

3411 Candelaria NE, Suite M
Albuquerque, NM 87107
888-835-5669

World Wide Web: <http://www.familyvoices.org>

Family Voices is a national, grassroots clearinghouse for information and education concerning the health care of children with special health needs. They record public- and private-sector health care changes that affect children and families.

■ **Federal Interagency Coordinating Council (FICC)**

330 C Street SW, Room MES 3080

Washington, DC 20202-2570

202-205-5507 ext. 3

World Wide Web: <http://www.fed-icc.org/>

Congress established the FICC to coordinate and mobilize all available resources to assure appropriate services for infants and young children with disabilities and their families. This was done as a part of the reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1991. The FICC membership and realm of influence expanded with the 1997 Amendments to IDEA, which broadened the authority of the FICC to include advising and assisting the Secretaries of Health and Human Services, Defense, Interior, and Agriculture, and the Commissioner of Social Security (in addition to the Secretary of Education) in the performance of their responsibilities related to serving children with disabilities from birth through age 5 who are eligible for services under Part C or Part B of the IDEA. In addition, membership positions were created for the Child Care Bureau and Head Start.

■ **Federal Resource Center for Special Education (FRC)**

Academy for Educational Development

1825 Connecticut Avenue NW

Washington, DC 20009

202-884-8215

World Wide Web: <http://www.dssc.org/frc/>

The FRC supports a nationwide technical assistance network to respond to the needs of students with disabilities, especially students from under-represented populations. Through its work with the Regional Resource Centers (RRCs) and the technical assistance networks, the FRC provides a national perspective for establishing technical assistance activities within and across regions by identifying and synthesizing emerging issues and trends.

■ **Federation for Children with Special Needs**

1135 Tremont Street, Suite 420

Boston, MA 02120

617-236-7210

World Wide Web: <http://www.fcsn.org>

The Federation is a center for parents and parent organizations to work together on behalf of children with special needs and their families. The Mission of the Federation for Children with Special Needs is to provide information, support, and assistance to parents of children with disabilities, their professional partners, and their communities.

■ ***IDEAdata.org***

World Wide Web: <http://www.ideadata.org>

This Web site presents the most recent State-reported data available collected by the U.S. Department of Education, Office of Special Education Programs (OSEP) as required under Section 618 of IDEA.

■ **IDEA Practices**

World Wide Web: <http://www.idea practices.org>

This site is designed to answer questions about the Individuals with Disabilities Education Act (IDEA), provide information about IDEAS that work, and support efforts to help all children learn, progress, and realize their dreams.

■ **National Association for the Education of Young Children (NAEYC)**

1509 16th Street NW

Washington, DC 20036

800-424-2460 or 202-232-8777

World Wide Web: <http://www.naeyc.org>

NAEYC is an organization representing early childhood professionals dedicated to improving the quality of early childhood programs for children birth through age 8. NAEYC focuses on improving professional practice and working conditions in early childhood education and building support for high-quality early childhood programs. Information about NAEYC publications on serving children with disabilities is available on the Web at <http://www.naeyc.org/resources/default.asp>.

■ **National Center for Latinos with Disabilities, Inc. (NCLD)**

1921 South Blue Island Avenue

Chicago, IL 60608

800-532-3393

World Wide Web: <http://homepage.interaccess.com/~nclد>

NCLD's services are organized into two primary areas of emphasis: advocacy and training. NCLD serves three primary constituencies 1) individuals with disabilities, 2) their families, and 3) professionals who work with these individuals and their families. NCLD also seeks to educate local businesses and institutions in both the English- and Spanish-speaking communities.

■ **National Center for Learning Disabilities (NCLD)**

381 Park Avenue South Suite 1401

New York, NY 10016

888-575-7373 or 212-545-7510

World Wide Web: <http://www.ld.org/index.html>

NCLD provides leadership in support of children and adults with learning disabilities by offering information, resources, and referral services; developing and supporting innovative educational programs; promoting public awareness; and advocating for more effective policies and legislation to help individuals with learning disabilities.

■ **National Early Childhood Technical Assistance Center (NECTAC)**

Frank Porter Graham Child Development Institute (FPG)

University of North Carolina

Campus Box #8040

Chapel Hill, NC 27599-8040

919-962-2001

World Wide Web: <http://www.nectac.org/>

NECTAC is a national technical assistance effort that supports programs for young children with special needs and their families under the Individuals with Disabilities Education Act (IDEA).

These programs include the Early Intervention Program for Infants and Toddlers with Disabilities and the Preschool Grants Program. NECTAC also provides services to selected model early childhood projects sponsored by the Office of Special Education of the U.S.

Department of Education, to the Federal Interagency Coordinating Council, to State-level technical assistance agencies, and to others working to improve services for young children with special needs and their families.

The Keys to Natural Environments and Inclusion Web site, sponsored by NECTAC, is designed for the administrators of State agencies responsible for services to young children and their families, including child care, Head Start, education, and early intervention. They have compiled information for administrators who are challenged with developing policies and programs that lead to inclusive comprehensive and coordinated services for all young children, ages birth to 8 years, and their families. This Web site is available at

<http://www.nectac.org/topics/inclusion/default.asp>.

■ **National Dissemination Center for Children with Disabilities (The National Dissemination Center)**

P.O. Box 1492

Washington, DC 20013-1492

800-695-0285

World Wide Web: <http://www.nichcy.org>

The National Dissemination Center, formerly the National Information Center for Children and Youth with Disabilities (NICHCY), provides information and referral services on children and youth with special needs to families, caregivers, professionals, and others for the purpose of improving the educational outcomes of all children and youth. The organization has links to resources in each State as well as a national information line and an Internet site for information exchange. A list of *News Digests* available in English and in Spanish is on the Web at

<http://www.nichcy.org/newsdig.asp>.

■ **National Network for Child Care (NNCC)**

World Wide Web: <http://www.nncc.org>

NNCC unites the expertise of many of the nation's leading universities through the outreach system of Cooperative Extension. NNCC offers an Internet source of over 1,000 publications and resources related to child care. Articles, research summaries, and related links on "Children with Special Needs" are available on the Web at

http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Children+With+Special+Needs&search=NNCC&search_type=browse.

■ **Research and Training Center on Family Support and Children's Mental Health
Models of Inclusion in Child Care Project**

1912 SW 6th Avenue, Suite 120

Portland, OR 97207-0751

503-725-4040

World Wide Web: <http://www.rtc.pdx.edu/pgProjInclusion.php>

In 1984, the Research and Training Center on Family Support and Children's Mental Health was established at Portland State University, Portland, Oregon with funding from the National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. The Center is dedicated to promoting effective community-based, culturally competent, family-centered services for families and their children who are, or may be affected by mental, emotional, or behavioral disorders. This goal is accomplished through collaborative research partnerships with family members, service providers, policy-makers, and other concerned persons. The purpose of the Models of Inclusion in Child Care Project is to investigate programs and strategies that result in improved access for families of children with emotional or behavioral disorders to child care that is inclusive, family-centered, culturally appropriate, and high quality. Nine sites were selected for intensive study by an advisory panel of family members, researchers, and children's mental health experts.

- *Setting the Pace: Model Inclusive Child Care Centers Serving Families of Children with Emotional or Behavioral Challenges* (September 2003), by Eileen Brennan, Jennifer Bradley, Shane Ama, and Natalie Cawood, for Research and Training Center on Family Support and Children's Mental Health, Portland State University, reports the results of an in-depth study of nine inclusive child care centers that successfully met the needs of families of children with emotional or behavioral challenges. Although the centers were diverse, analysis of more than 90 interviews with parents, center directors, and staff, revealed common approaches to including children with emotional and behavioral challenges. This report is relevant to family members, staff working in child care, schools, and mental health, as well as administrators, educators, policy-makers, researchers, and others interested in improving care for families and children. This resource is available on the Web at <http://www.rtc.pdx.edu/pgProjInclusionMono.php>.

■ **Schwab Foundation for Learning**

1650 South Amphlett Boulevard, Suite 300

San Mateo, CA 94402

650-655-2410

World Wide Web: <http://www.schwablearning.org/>

Schwab Learning is dedicated to helping kids with learning differences be successful in learning and life. It provides support, resources, publications, and information free of charge to children and to parents of children with learning differences.

ADDITIONAL ORGANIZATIONS

■ **Child Care Resource and Referral (CCR&R)** agencies provide ongoing professional development opportunities to child care providers and staff. By supporting accreditation programs, helping create financial incentives for education, and advocating for better compensation for providers, CCR&Rs improve the quality of care for all children. To find a CCR&R located near you, contact **Child Care Aware** at 800-424-2246 or on the Web at <http://childcareaware.org/>.

■ **Early Childhood Center**

World Wide Web: <http://www.iidc.indiana.edu/ecc/default.htm>

The Early Childhood Center, of the Indiana Institute on Disability and Community at Indiana University–Bloomington, works to enhance the quality of care and education for all young children (birth through 5 years), including children with disabilities. Center activities encompass research, training, leadership, and collaboration with families, communities, and early care and education services that touch the lives of young children. A sample of publications for parents and early childhood professionals include:

- *An Introduction To Special Education* (2003), by Cathy Beard and Gen Shelton, provides an overview and an introduction to the special education process.
- *Welcoming ALL Children: Creating Inclusive Child Care* (2000), by Tamyra Freeman, developed by Ball State University and the Early Childhood Center, a booklet and companion video, are available for child care providers to help them welcome and include children with special needs in child care programs. This booklet and video provide a training tool and ongoing resource for staff and program development.
- *Adapting Curriculum and Instruction in Inclusive Early Childhood Classrooms* (1997), by Alice Frazee Cross and Susan D. Dixon, provides a conceptual planning model for developing adaptations appropriate for all young children, including those with identified disabilities, who are at risk, or who could benefit from enriched curricular options.

Additional information on publications and ordering information is available on the Web at <http://www.iidc.indiana.edu/ecc/products.htm>.

■ **Indiana First Steps**

World Wide Web: http://www.in.gov/fssa/first_step/index.html

Indiana's First Steps is a family-centered, coordinated system to serve children from birth to age 3 who have disabilities and/or who are developmentally at risk. By coordinating locally available services, First Steps is working to give Indiana's children and their families the widest possible array of early intervention services. This site includes links to useful publications, including First Steps Magazine, which can be found at http://www.in.gov/fssa/first_step/pubs/magazine/index.html.

■ **Florida Children's Forum**

2807 Remington Green Circle
Tallahassee, FL 32308-3752

850-681-7002

888-FLCHILD (352-4453)

World Wide Web: <http://www.fcforum.org/index.cfm>

Florida Children's Forum promotes quality child care, early education, and work/family solutions throughout the State. Provider Resource Program for Inclusive Child Care was created to provide assistance and consultation to child care centers and family child care homes regarding health, developmental disability, and special needs issues. Additional information on the program is available on the Web at <http://www.fcforum.org/program.cfm?theid=163&p=1>.

Publications

■ “Opening Doors to Inclusion in Childcare Centers: Lessons from Directors and Staff” (2004), in *The 16th Annual Research Conference Proceedings: A System of Care for Children's Mental Health: Expanding the Research Base*, by Jennifer R. Bradley, Eileen M. Brennan, and Natalie Cawood, eds. C. Newman, C. Liberton, K. Kutash, and R. M. Friedman, sponsored by the Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, presents results from the first systematic national study of child care centers that have successfully served families having children with emotional or behavioral disorders in a fully inclusive matter. This resource is available on the Web at <http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/rtc/16thproceedings/16thchap07.htm>.

■ *Coming Together for Children with Disabilities: State Collaboration to Support Quality, Inclusive Child Care* (December 2003), by Jennifer Mezey, Katherine Beh Neas, and Kate Irish, for the Center for Law and Social Policy (CLASP) and Easter Seals, discusses challenges low-income families with children with disabilities have in finding high-quality, appropriate child care for their children; presents the findings of a survey of administrators of State child care and Individuals with Disabilities Education Act programs; explains the importance of collaboration among these programs; and suggests policy recommendations for Federal and State governments. The resource is available on the Web at http://www.clasp.org/DMS/Documents/1071511692.1/ccdf_idea_rpt.pdf. CLASP Policy Brief No. 4, which discusses this resource, is available on the Web at http://www.clasp.org/Pubs/DMS/Documents/1070980294.45/ccdf_idea_brf.pdf.

■ *Section 619 Profile, 12th Edition* (December 2003), by Joan Danaher, Robert Kraus, Caroline Armijo, and Cherie Hipps, for the National Early Childhood Technical Assistance Center (NECTAC), updates information on State policies, programs, and practices under the Preschool Grants Program (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). The coordinators of State and jurisdictional Section 619 programs supplied updates on the following content areas: program administration, funding, and education reform; interagency coordination; personnel; transition; programming; accreditation and monitoring; performance outcomes; Individualized Education Program (IEPs), Individualized Family Service Plan (IFSPs), and family-centered services; eligibility classification and criteria; prekindergarten initiatives and initiatives for special populations; State child count data for 1986–2003; State preschool program data; and contact information for State and jurisdictional program coordination. This resource is available on the Web at http://nectac.org/~pdfs/sec619_2003.pdf.

■ *Open Hearts, Open Doors: Providing Inclusive Child Care* (June 2003), by Oregon Inclusive Child Care Project, offers tips and resources to help child care providers care for children with special needs and to comply with the Americans with Disabilities Act (ADA). The benefits of inclusive child care are listed. Steps are offered to help child care providers develop an inclusive child care program. A list of frequently asked questions and answers is included, along with a list of common misconceptions. This resource is available on the Web at http://www.ocdd.org/pdfs/openheart_eng.pdf. *Corazones Abiertos, Puertas Abiertas: Proporcionando Cuidado de Niños Inclusivo* is available on the Web at http://www.ocdd.org/pdfs/openheart_sp.pdf.

■ “Creating an Inclusive Classroom,” in *A World of Difference: Readings on Teaching Young Children in a Diverse Society* (2003), ed. Carol Copple, published by NAEYC, contains articles on the following topics: how to collaboratively address the needs of young children with disabilities; the experiences of typically developing children in an inclusive classroom; a letter to teachers from a parent; and including everyone in outdoor play. For additional information contact NAEYC at 800-424-2460 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=261.

■ *Preparing for Success: How Head Start Helps Children with Disabilities and Their Families* (May 2003), by Jennifer Mezey, CLASP, and Katherine Beh Neas, Easter Seals, for the Center on Law and Social Policy (CLASP), details the requirements that Head Start grantees must meet to serve children with disabilities and provides data on how the programs are meeting the requirements. In 2002, 13 percent of the children in Head Start and Early Head Start (over 125,000 children) were diagnosed with a disability; the great majority of these children received special education and related services to address their disabilities. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1052934362.69/HS_disabilities.pdf. Additional information is also available on CLASP’s *Child Care and Early Education* publications site at http://www.clasp.org/Pubs/Pubs_ChildCare.

■ *Opening Doors to Inclusion in Childcare Centers: Lessons from Directors and Staff* (March 2003), by Jennifer R. Bradley, Eileen M. Brennan, and Natalie Cawood, Research and Training Center on Family Support and Children’s Mental Health Models of Inclusion in Child Care Project, is a Microsoft PowerPoint presentation with information about their research project. This resource is available on the Web at <http://www.rtc.pdx.edu/PDF/presP3fl03.pdf>.

■ *Addressing Child Care Challenges for Children with Disabilities: Proposals for CCDBG and IDEA Reauthorizations* (February 24, 2003), by Katherine Beh Neas, Easter Seals, and Jennifer Mezey, CLASP, published by the Center for Law and Social Policy (CLASP), offers background and recommendations regarding Congressional reauthorization of the Child Care and Development Block Grant and the Individuals with Disabilities Education Act (IDEA), which together provide resources for early childhood education for young children with disabilities in all States. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1046108337.25/clasp_ES.pdf.

■ “Special Education Eligibility: Developmental Precursors Over the First Three Years of Life” (November/December 2002), in *Exceptional Children* Vol. 69, No. 1, by Karen M.

La Paro, Kristin Olsen, and Robert C. Pianta, published by the Council for Exceptional Children, focuses on the developmental precursors of eligibility for special services by age 3 in the National Institute of Child Health and Development (NICHD) Study of Early Child Care sample excludes children who were diagnosed with a medical condition at birth, which replicates the challenge posed for early detection and screening systems. This resource is available on the Web at http://journals.cec.sped.org/EC/Archive_Articles/VOLUME69NUMBER1FALL2002_EC_Article_4.pdf.

■ “Inclusive Child Care: Challenges and Strategies” (Fall 2002), in *Focal Point* Vol. 16, No. 2, published by the Regional Research Institute for Human Services, Portland State University, describes preliminary results of research to identify and describe programs that successfully include children with emotional or behavioral challenges in child care. This resource is available in PDF format on the Web at <http://www.rtc.pdx.edu/pgFPF02TOC.php>.

■ *Welcoming All Children: A Closer Look at Inclusive Childcare* (August 2002), by Cheryl Duffy, Carol Heltzel, and Brenda Smith, produced by the South Dakota Systems Change Program, Center for Disabilities, Department of Pediatrics, The University of South Dakota School of Medicine, is written for child care providers to introduce the concept of providing child care services for children with disabilities along with the children with whom they are already working. This document focuses on specific topics, strategies, and interventions that will increase a provider’s ability to care for all children. This resource is available on the Web at <http://www.usd.edu/cd/systemschange/wac/contents.htm>.

■ *Resource Guide: Selected Early Childhood/Early Intervention Training Materials, 11th Edition* (September 2002), eds. Camille Catlett, Pamela J. Winton, and Anna Mitchell, published by the Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, is designed to identify and describe teaching, training, and staff development materials that meet three basic criteria: they are developmentally appropriate, they are readily available, and they are inexpensive. These resources may assist educators, trainers, supervisors, and other personnel preparation–decision makers in designing quality preservice and inservice experiences. The guide is divided into two sections: materials on instructional content and materials on instructional process. Topics and information covered in each of these sections include instructional content, assistive technology, diversity, early care and development, evaluation/assessment, family-professional collaboration, IFSP/IEP, inclusion, interagency collaboration, legislation, service coordination, specific populations, State planning and resource development teams, transitions, family participation, and personnel preparation and development. This resource is available on the Web at <http://www.fpg.unc.edu/Publications/Rguide/rguide.pdf>.

■ *Comprehensive Study on Child Care for Children with Special Needs* (January 2002), by Michigan Public Health Institute (MPHI), commissioned by the Michigan Family Independence Agency (MFIA), studied the State’s child care system for special needs children, identified child care options and costs, and offered recommendations for change. MPHI completed literature reviews, identified effective practices in 29 States, identified current State child care practices, and surveyed parents of special needs children, child care providers, early childhood professionals, and advocacy groups. Twenty-two recommendations were presented, addressing

11 issues reflecting special needs child care. For additional information, contact MPHI at 517-324-8300, or e-mail central@mphi.org.

■ *Benchmarks of Recommended Practice: Needs Assessment for Successful Inclusion of Infants and Toddlers with Disabilities in Natural Settings* (2002), prepared by Child Development Resources, is a needs assessment instrument containing indicators of recommended practice for serving infants and toddlers with disabilities in inclusive natural settings. It is designed to be used by early intervention personnel, child care providers, early childhood teachers, Early Head Start providers, and others who wish to identify their needs for training particularly related to collaboration in natural settings. This resource is available on the Web at <http://www.cdr.org/BM%20Needs%20Assessment%20Instrument.pdf>.

■ *Building Blocks for Teaching Preschoolers with Special Needs* (2002), by Susan R. Sandall and Ilene S. Schwartz, published by Paul H. Brookes Publishing Company, describes the Building Blocks model, a set of educational practices that support and enhance the inclusion of young children with disabilities and other special needs in community-based classrooms. It recommends a variety of methods and strategies to ensure that all children learn important skills in their preschool classrooms. Additional information is available on the Web at <http://www.pbrookes.com/store/books/sandall-5761/>.

■ *Preschool Inclusion Manual* (2002), by Barbara Thompson, Circle of Inclusion, shares strategies for initiating and implementing inclusive programs for young children with disabilities in preschool programs. This resource is available on the Web at <http://circleofinclusion.org/english/pim/manual.pdf>.

■ *Widening the Circle: Including Children with Disabilities in Preschool Programs* (2002), ed. Samuel L. Odom, published by Teachers College Press, explores the barriers to and influences on inclusive education settings for young children. Based on a five-year research study conducted by the Early Childhood Research Institute on Inclusion, topics covered include individualized instruction, family perceptions of inclusion, and cultural and linguistic diversity. It includes suggestions for modifying activities, materials, environmental supports, and teaching strategies. Information on this resource is available on the Web at <http://store.tcpress.com/product660.html>.

■ *Barriers to Inclusive Child Care: Executive Summary of Research Study Findings and Recommendations* (December 2001), by Pam Shaw, Sarita Santos, Abby Cohen, Cheri Araki, Elissa Provance, and Virginia Reynolds, for WestEd Center for Prevention and Early Intervention (CPEI), identifies barriers to child care for children with disabilities and other special needs; reviews current policies and effective practices for successful inclusion; and develops recommendations to improve both access to and success in child care for children with disabilities and other special needs and their families. Significant findings reveal a wide range of barriers to child care for children with disabilities and other special needs, including lack of access to high-quality programs; insufficient or inconsistent information available to parents and providers; inadequate funding; lack of advocacy; differences in interpretation and application of relevant laws and statutes; and inadequate training and ongoing support of providers. Additional information is available on the Web at <http://www.wested.org/cs/cpei/print/docs/339>.

■ *Olmstead Planning for Children with Serious Emotional Disturbance: Merging System of Care Principles with Civil Rights Law* (November 2001), prepared by the Bazelon Center for Mental Health Law, highlights the need for Olmstead efforts to address discrimination by focusing specifically on children with serious emotional disturbances. It begins with a brief discussion of the Olmstead decision, which required States to “develop and implement a comprehensive, effectively working plan...for providing services to eligible individuals with disabilities in more integrated, community-based settings” (page 4), and principles to guide an Olmstead planning process. It then sets forth the values and principles of a “System of Care.” It outlines the current status of Olmstead planning for children before setting out some questions to be answered in developing a comprehensive plan for children that is responsive to their civil and human rights. The document is designed to give some guidance to family advocates and State policy-makers interested in Statewide, systemic reform. This resource is available on the Web at <http://www.bazelon.org/issues/children/publications/mergingsystems/olmsteadchildren2.pdf>.

■ “Child Care: Inclusion as Enrichment” (Fall 2001) in *Focal Point*, Vol. 15, No. 2, published by the Regional Research Institute for Human Services, Portland State University, discusses child care arrangements that include children with emotional or behavioral challenges with typically developing children. This resource is available on the Web at <http://www.rtc.pdx.edu/FPinHTML/FocalPointFA01/pgFPfa01Inclusive.shtml>.

■ *Funding Early Childhood Mental Health Services & Supports* (March 2001), by the Georgetown University Child Development Center, prepared for the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA), and Child Adolescent and Family Branch, U.S. Department of Health and Human Services, describes a funding matrix to assist States and communities in the design of comprehensive financing systems for early childhood mental health services and supports. This resource is available on the Web at <http://gucdc.georgetown.edu/fundingpub1.html>.

■ *Caring for Children with Chronic Conditions: Training Guides for the Head Start Learning Community* (January 2001), by James Brown Associates for the Head Start Information and Publication Center, is designed to build staff capacity to make Head Start a safe and welcoming place for children with chronic conditions and their families, and to create a framework for individual planning to meet the special health needs of children with chronic conditions. Module One, “Understanding Chronic Conditions,” provides an introduction and guidelines for assessing programs when caring for children with chronic conditions. Module Two, “Essential Principles for Care,” demonstrates that responsive, responsible care for children with chronic conditions is family-centered, designed around individual needs, and is safe and legal. Module Three, “Putting It All Together—Caring for Children with Asthma,” applies the principles discussed in the first two modules to caring for a child with a common chronic condition. The final sections of the guide contain information for continuing professional development and resources. More information is available on the Web at http://www.headstartinfo.org/publications/children_cc/cccont.htm.

■ *Understanding Inclusion and the Americans with Disabilities Act (ADA)* (2001), by the Florida Children’s Forum, is a resource to assist families, child care providers and advocates in

planning and delivering child care for children with special needs. It addresses common misconceptions, the benefits of inclusive child care, resources for children with special needs and their families, national organizations, acronyms and abbreviations, a list of medical conditions and disorders, and a dictionary of terms used in special education. This resource is available on the Web at <http://www.centraldirectory.org/uploads/inclusion.pdf>.

■ *Early Intervention in Everyday Routines, Activities, and Places: Guidelines for Indiana* (2001), by Elizabeth Traub, Michael Conn-Powers, Darla Cohen, and Stephan Viehweg, for the First Steps Early Intervention System, Division of Family and Children, Bureau of Child Development, Indiana Family and Social Services Administration, “provides information and guidelines for designing and delivering early intervention services in the everyday routines, activities, and places of children and families’ lives that comprise natural environments” (page 3). This resource includes family case studies to illustrate the referral and intake process, eligibility determination, implementation, and transition plans. Additional resources and references, as well as policy statements and position papers, are included. This document is available in PDF format on the Web at http://www.in.gov/fssa/first_step/pubs/nebooklet5a.pdf.

■ *Child Care and Children with Special Needs (video #818)* (2000), by NAEYC, is a two-video set designed for use as an in-service training tool for program directors and caregivers to inform them on how to care for children with disabilities. Additional information on this video is available on the Web at <http://www.naeyc.org/resources/default.asp>.

■ *IDEA Requirements for Preschoolers with Disabilities: IDEA Early Childhood Policy and Practice Guide* (September 2000), by Sharon Walsh, Barbara J. Smith, and Ross Taylor, the Council for Exceptional Children, assists early childhood general educators, early childhood special educators, related service providers, parents, and administrators in understanding what the Individuals with Disabilities Act (IDEA) requires for young children with disabilities ages birth through 5 years and their families. This guide addresses the IDEA provisions under Part B as they relate to children ages 3 through 5 years old and their families, and at a State’s discretion, to 2-year-old children with disabilities who will turn 3 during the school year. This resource is available on the Web at <http://www.ideapractices.org/resources/files/PreschoolersPolicy&PracticeGuide.pdf>. The Appendix, “Selected Part B Provisions that Address a Preschooler’s Challenging Behavior,” is available on the Web at <http://www.ideapractices.org/resources/files/PreschoolersBehaviorPullout.pdf>.

■ *Report of the Surgeon General’s Conference on Children’s Mental Health: A National Action Agenda* (2000), prepared by the U.S. Department of Health and Human Services, introduces a blueprint for addressing children’s mental health needs in the United States. It includes information on Federal policies and programs which can be used to help finance mental health initiatives for children. This resource is available on the Web at <http://www.surgeongeneral.gov/topics/cmh/childreport.htm>.

■ *Supporting Children with Challenging Behaviors: Relationships Are Key: Training Guides for the Head Start Learning Community* (1999), distributed by Head Start Information and Publication Center, is designed to provide teaching teams with a process for reflecting on

their own practice, assessing difficult situations, and designing interventions through joint problem solving that support both children and adults. This resource is available on the Web at <http://www.bmcc.edu/Headstart/Trngds/Challenging/#intro>.

■ *Issues Brief: Special Needs Rates: Supporting Inclusion of Children with Disabilities in Child Care Programs* (February 1999), by Abby Cohen, for the National Child Care Information Center (NCCIC), lays out the most commonly asked questions about the issue of special needs rates, primarily in the context of the Child Care and Development Fund. This resource is available on the Web at <http://nccic.org/pubs/specneed.html>.

■ “An Overview of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17): Update 1999,” *ERIC Digest* E576 (June 1999), by the ERIC Clearinghouse on Elementary and Early Childhood Education, describes the four parts of IDEA: Part A, General Provisions; Part B, Assistance for the Education of All Children with Disabilities (school age/preschool programs); Part C, Infants and Toddlers with Disabilities; and Part D, National Activities to Improve the Education of Children with Disabilities (support programs). This resource is available on the Web at http://www.ed.gov/databases/ERIC_Digests/ed433668.html.

■ *The Director’s Link: A Child with Special Needs Has Enrolled in Your Center...Now What?* (Spring 1999), by the Center for Early Childhood Leadership, National-Louis University, provides information on inclusion. For additional information, contact the Center for Early Childhood Leadership at 800-443-5522. Additional information is also available on the Web at <http://www2.nl.edu/twal/publications.htm#Top>.

■ “Inclusive Child Care—Quality Child Care for *ALL* Children” (January/February 1999), *Child Care Bulletin* Issue 21, prepared by the National Child Care Information Center (NCCIC), Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, focuses on the topic of children with special needs in child care. This resource is available on the Web at <http://nccic.org/ccb/issue21.html>.

■ *Funding Inclusive Child Care: State Legislative Report* (January 1999), by the National Conference of State Legislatures (NCSL), describes potential funding sources for inclusive child care programs and provides State funding examples in Illinois, Nevada, and North Carolina. This resource is available on the Web at <http://www.ncsl.org/programs/cyf/ficcslr.htm>.

■ *Caring for Children with Special Needs: The Americans with Disabilities Act* (1998), by the National Network for Child Care (NNCC), is a newsletter that provides answers to common questions caregivers have related to the care of children with special needs. This resource is available on the Web at <http://www.ces.ncsu.edu/depts/fcs/human/pubs/nc07.pdf>.

■ *Including Children with Significant Disabilities: Training Guides for the Head Start Learning Community* (1998), distributed by Head Start Information and Publication Center, enhances the skills of Head Start staff to serve the needs of children with more significant disabilities and their families. The guide offers strategies for effectively working with early intervention and other specialized agencies to better reach and serve children and families. This

resource is available on the Web at

http://www.headstartinfo.org/pdf/children_significant/childrengsignificant.pdf.

■ *Translating the IEP into Everyday Practice: Training Guides for the Head Start Learning Community* (January 1998), distributed by Head Start Information and Publication Center, builds the skills of all staff in individualizing instruction for children with disabilities. The guide helps staff to analyze and adapt the routine, activities, and rules of the classroom to accommodate children with disabilities so they can display their varying abilities alongside their peers. Exploring effective ways to collaborate with families, other specialists, and community agencies is also highlighted. This resource is available on the Web at <http://www.headstartinfo.org/publications/iep/index.htm>.

■ *Commonly Asked Questions About Child Care and the Americans with Disabilities Act* (October 1997), by the Disability Rights Section, Civil Rights Division, U.S. Department of Justice, responds to 30 common questions. This resource is available on the Web at <http://www.usdoj.gov/crt/ada/childq&a.htm>.

■ *Inclusion: A Right, Not a Privilege* (1996), by the Community Inclusion Project for the University of Connecticut Health Center, is a resource that was designed to support families in finding community early-childhood programs that meet the needs of their young children with disabilities. It describes what inclusion is, legal rights and entitlements, what a “good” inclusive program looks like, and step-by-step strategies to bring about inclusion. Ordering information is available at the University of Connecticut Health Center, Division of Child and Family Studies at 860-679-1579 or on the Web at http://www.fpg.unc.edu/~scpp/~resourceguide/pages/source_summary.cfm?sourceID=587.

■ *Training for Inclusion: A Guide for the Childcare Provider* (1996), by the Community Inclusion Project for the University of Connecticut Health Center, include seven modules on basic inclusion topics (ADA, building partnerships with families, identifying young children with disabilities, implementing interventions through the daily routine, etc.) that are designed for use as training or self-study materials. Each module includes objectives, content, activities, self-assessment checks and answer keys. Ordering information is available at the University of Connecticut Health Center, Division of Child and Family Studies at 860-679-1579 or on the Web at http://www.fpg.unc.edu/~scpp/~resourceguide/pages/source_summary.cfm?sourceID=587.

The National Child Care Information Center does not endorse any organization, publication or resource.

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